DOCUMENT RESUME

ED 375 747 HE 027 842

TITLE	The Status of Higher Education in Tennessee, Including the Fourth Annual Report on Progress toward the Goals of Tennessee Challenge 2000 for the State's Public Higher Education Institutions and the First Annual Report on Contributions of the State's Independent, Regionally Accredited Higher Education Institutions.
INSTITUTION	Tennessee Higher Education Commission, Nashville.
PUB DATE	28 Jan 94
NOTE	57p.; For the 1993 annual report, see HE 027 841. For the master plan, see ED 318 356.
PUB TYPE	Reports - Evaluative/Feasibility (142)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Accreditation (Institutions); College Admission; College Faculty; Educational Attainment; *Educational Improvement; *Educational Objectives; Enrollment; Equal Education; Financial Support; *Higher Education; Long Range Planning; Private Colleges; Program Descriptions; *Program Evaluation; State Colleges; State Programs; *State Standards; State Universities; Teacher Education
IDENTIFIERS	*Benchmarking; *Tennessee

ABSTRACT

This is the fourth annual report on Tennessee's progress toward meeting statewide higher education goals delineated in the 1989 "Tennessee Challenge 2000" program. For the first time it also includes data on independent colleges and universities within the state. The report outlines the six goals, specific benchmarks for each goal, and the progress toward such goals and benchmarks accomplished over the last several years. The goals stipulate that by the year 2000, Tennessee will: (1) be among the leading Southern states in providing college education to its citizens; (2) be a national leader in improving the quality of instructional programs; (3) have colleges and universities ranked among the nation's best in teacher preparation; (4) have improved both the quality and quantity of research and public service at higher education institutions; (5) have colleges and universities able to compete for the very best faculty and staff; and (6) allocate sufficient resources to higher education institutions to allow them to meet the goals of the Tennessee Challenge 2000 program. The report contains 21 appendixes, which present data on enrollment trends, degrees awarded, persistence-to-graduation, transfers, admissions, standardized test scores, accreditation, job placement, and expenditures. (MDM)

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ANNUAL REPORT

THE STATUS OF HIGHER EDUCATION IN TENNESSEE

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Tennessee Higher Education Commission
Arliss L. Roaden, Executive Director
January 28, 1994

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ANNUAL REPORT

THE STATUS OF HIGHER EDUCATION IN TENNESSEE

Including

The Fourth Annual Report on Progress toward the Goals of Tennessee Challenge 2000 for the State's Public Higher Education Institutions

and

The First Annual Report on Contributions of the State's Independent, Regionally Accredited Higher Education Institutions

Tennessee Higher Education Commission

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Executive Summary

DURING THE PAST TWO YEARS (1991-92 THROUGH 1992-93), THE FOLLOWING PROGRESS AND CONTRIBUTIONS HAVE BEEN MADE IN TENNESSEE HIGHER EDUCATION:

- Enrollment in public institutions has grown by 4.45%
- Enrollment in independent institutions has grown by 1.75%
- Graduate and professional school enrollment in public institutions has grown by 11.22%
- Graduate and professional school enrollment in independent institutions has grown by 7.05%
- The need for **any** remedial or developmental coursework by entering college freshmen in public institutions has declined by almost 2% (from 57.3% to 55.1%).
- The need for **significant** remedial or developmental coursework (more than one course) by entering college freshmen in public institutions has declined by almost 8% (from 38% to 30.1%).
- Persistence-to-graduation rates at public universities has risen to 43.28% and is at national averages for public institutions.
- Persistence-to-graduation rates at two-year public institutions has risen by 4.5% and stands at 29.4%.
- Persistence-to-graduation rates at independent institutions is 52.3% and is at national averages for independent institutions.
- Enrollment of African-American students in undergraduate programs in public institutions has risen to 15.5% and is very near population levels of the state.
- Transfer rates of students who graduate from public two-year institutions into public universities has risen to almost 50%.
- Transfer rates of African-American students who graduate from public two-year institutions into public universities has risen to 47.5% and is very near the rate of transfer of White students.
- Transfers from two-year public institutions to independent colleges and universities increased 49% between 1990-91 and 1992-93.

Quality and Performance

- Scores on most licensure examinations remain at or above national averages.
- Purchases of library volumes has risen by 72.4% since 1989-90.

- Over 90% of major programs at public universities are accredited.
- 100% of major programs at public two-year institutions are accredited.
- Placement rates of vocational graduates at area vocational/technical schools is 93%
- Placement rates of vocational graduates at public two-year institutions is 94.2%

Teacher Education

- There has been a 13.9% increase in total graduates from teacher education programs at public institutions.
- There has been a 44.4% increase in African-American graduates from teacher education programs at public institutions.

Research and Public Service

- Research expenditures at public institutions have risen by over 19%; public service expenditures by 22.6%.
- Research expenditures at independent institutions have risen by 7.72%; public service expenditures by over 13%.

In the original *Tennessee Challenge 2000* goals, the figure of 24,000 was projected as the average enrollment over four quarters. A more accurate gauge of AVTS enrollment has been developed, a total unduplicated headcount of an entire year's enrollment. Based on this change, the goal has been changed to 35,000 students by the year 2000.

Due to the change in methodology of calculating two-year college completion rates, explained in the body of the report, this goal has been reset to 35% of students within six years of enrollment.

Introduction

Tennessee Challenge 2000

Responding to an Act of the General Assembly in 1989, the **Tennessee Higher Education Commission** developed goals for public higher education in the state for the final decade of the 20th century. The Commission determined that an annual report, titled *Tennessee Challenge 2000*, would be made to the legislature of progress toward those goals. In the Second Session of the 97th General Assembly, an act was passed (Public Chapter 739) which expanded the *Tennessee Challenge 2000* report. Incorporated in this publication is the fourth annual report on progress toward the goals of *Tennessee Challenge 2000*.

Report on the Contributions of Independent Higher Education

In 1993, an Act of the General Assembly directed the Commission to produce a triennial study of Tennessee's independent degree-granting colleges and universities which are accredited by the Commission on Colleges of the Southern Association of Colleges and Schools. The purpose of the study is to provide information to the **Tennessee Higher Education Commission** to assist it in incorporating the contributions of these independent higher education institutions into its statewide Master Planning efforts.

A Combined Report

After evaluation of the Act, and after discussions with representatives of the Tennessee Independent Colleges and Universities, Commission staff determined that the results of the study could be most effectively incorporated into the annual *Tennessee Challenge 2000* report. Commission staff have recommended that, although the studies will focus on a three-year cycle of research and assessment, the results should be reported annually. This will allow a continuous and uninterrupted flow of information to the Legislature, Administration, and public of the State of Tennessee concerning the accomplishments of both of these components of higher education in the state. In future reports, information relating to other sectors of postsecondary education in the state will be incorporated into the annual report.

It should be noted that data for public institutions referred to in these reports are drawn from the state's higher education data systems and is carefully edited and audited. Financial data are drawn from records of the Commission and the Department of Finance and Administration. Information for independent colleges comes from several sources. Some of it is supplied by the Tennessee Independent Colleges and Universities and comes from surveys of self-reported data. Other information is drawn from IPEDS (Integrated Postsecondary Education Data Systems) information collected by the U.S. Department of Education.

Goal A:

BY THE YEAR 2000, TENNESSEE WILL BE AMONG THE LEADING SOUTHERN STATES IN PROVIDING COLLEGE EDUCATION TO ITS CITIZENS.

Benchmarks:

1. **By the year 2000, the combined headcount undergraduate enrollment of public higher education institutions in Tennessee will be over 206,000 students.**

Figure 1 presents the overall trend of undergraduate enrollment in public and independent higher education in Tennessee over the past three years. The growth of over 7,000 students in public institutions since 1991 continues a strong upward trend which began five years ago. The Fall 1993 undergraduate enrollment is over 3,000 students beyond initial projections made when the goals were set in 1989. Undergraduate enrollment in public institutions has increased over 17% since 1989. Since 1989, undergraduate enrollment in independent institutions has increased 3.8%. These data do not include Area Vocational/Technical School enrollments which are addressed in another section of this report.

Figure 1: Undergraduate Enrollment

	1991	1992	1993	% Change 1991-1993
Public	163,882	170,409	171,170	4.48%
Independent	38,308	38,250	38,979	1.75%
Total	202,190	208,659	210,149	3.94%

Figure 2: Enrollment of Tennessee Students

	1989	% of Total	1990	% of Total	1991	% of Total	1992	% of Total	1993	% of Total
Public Inst.	149,658	87.29%	157,015	87.54%	165,501	87.91%	172,316	88.39%	174,316	88.07%
Independent Inst.	21,801	12.71%	22,340	12.46%	22,764	12.09%	22,643	11.61%	23,613	11.93%
Total	171,459		179,355		188,265		194,959		197,929	

Figure 2 reveals the distribution of Tennessee students between public and independent institutions in the state. The percentage of Tennesseans enrolled in public institutions increased from 87.3% in Fall 1989 to 88.1% in Fall 1993. Of 46,392 students enrolled in independent institutions in Fall 1993, 23,613 (50.9%) were Tennessee residents. Of 193,342 students enrolled in public institutions in Fall 1993, 174,316 (90.2%) were Tennessee residents.

Figure 3: Undergraduate Enrollment by Institution Type

Type	1991	% of Total	1992	% of Total	1993	% of Total	% Change in Enrollment 1991-1993
Public Universities	92,567	45.78%	94,262	45.18%	93,749	44.61%	1.28%
Public Two Year	71,315	35.27%	76,147	36.49%	77,421	36.84%	8.56%
Independent Universities	36,970	18.28%	36,929	17.70%	37,944	18.06%	2.63%
Independent Two Year	1,338	0.66%	1,321	0.63%	1,035	0.49%	-22.65%
Totals	202,190		208,659		210,149		3.94%

Figure 3 depicts the shift in enrollment between public universities and two-year institutions which has occurred in recent years. Enrollment growth in public two-year institutions has been at rates 6 to 7 times those of public universities.

What appears to be an opposite trend in independent institutions is a result of the conversion of two former two-year institutions to four-year institutions. Actual distribution between the two types of institutions has remained stable in the independent sector.

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Following a national trend, the rate of enrollment of female students in public undergraduate institutions has increased at a faster rate than that of male students. This trend is seen in Figure 4. The enrollment of female students increased 6.14% between 1991 and 1993 while enrollment of male students increased only 2.35% during that period.

Figure 4: Undergraduate Enrollment by Gender for Public Institutions

Gender	1991	% of Total	1992	% of Total	1993	% of Total	% Change in Enrollment 1991-1993
Female	90,588	55.28%	95,505	56.04%	96,150	56.17%	6.14%
Male	73,294	44.72%	74,904	43.96%	75,020	43.83%	2.35%

The same phenomenon has not been reflected in Tennessee's independent colleges. Increases in enrollment of male and female students have been very similar between 1991 and 1993 as can be seen in Figure 5.

Figure 5: Total Enrollment by Gender for Independent Institutions

Gender	1991	% of Total	1992	% of Total	1993	% of Total	% Change Enrollment 1991-1993
Female	24,508	54.18%	24,714	54.67%	25,148	54.21%	2.61%
Male	20,725	45.82%	20,488	45.33%	21,244	45.79%	2.50%

A complete listing of enrollments in all Tennessee public and independent higher education institutions in Fall 1993 is found in Appendix A. A chart depicting the trend in enrollments during the past ten-years may be found in Appendix B

2. **By the year 2000, 50% of recent high school graduates will enroll in public higher education institutions in Tennessee.**

One important means of improving the level of education of Tennessee's citizens is to encourage more high school graduates to attend college. Figure 6 indicates trends over the past three years in the enrollment of recent high school graduates.

Figure 6: Enrollment of Recent H.S. Graduates in Tennessee Public Colleges

	1990-91 H.S. Grads	Fall 91 Enrollees	1991-92 H.S. Grads	Fall 92 Enrollees	1992-93 H.S. Grads	Fall 93 Enrollees
Number	42,515	17,231	42,678	17,507	42,003	17,413
Percent		40.53%		41.02%		41.46%

The statistics found in Figure 6 are derived through indirect statistical methods. The figures are rough estimates since we do not yet have an exact means of tracing Tennessee high school graduates into college enrollment. Instead, the number of Tennessee residents under the age of 19 is compared with the previous year's number of high school graduates. The resulting number does not include graduates of independent secondary schools and makes no correction for those students who enroll in out-of-state institutions. It is projected that, toward the end of the decade, administrative tracking systems being developed by the Tennessee Department of Education will allow improved linkage with the Student Information System of the Tennessee Higher Education Commission. Estimates in past years by the Department of Education suggest that around half of Tennessee's high school graduates enroll in a college in the fall term following their graduation. Tennessee Higher Education Commission staff estimate that 5% to 10% of these students enroll in out-of-state institutions or in non-public institutions within the state. It is not known how many others enroll in any college in later years. This number is not inconsiderable since today's high school graduates may work for several years before pursuing further education.

While the percentages in Figure 6 are only estimates, they are adequate to establish a trend. It should be noted that the percentage has increased slightly each of the past two years.

3. **By the year 2000, graduate and professional enrollment in public universities will be adequate to meet the human resource needs of business, industry, government, education, and research in Tennessee.**

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Graduate and professional school enrollment in Tennessee's public institutions, as shown in Figure 7, has increased by more than 11% since 1991. Graduate and professional school enrollment has grown by over 7% in independent colleges and universities and 25% of Tennessee's graduate and professional school enrollment is at independent institutions. Appendix C of this report gives a listing by academic area, and by institution, of enrollments in public graduate and professional schools.

Figure 7: Graduate & Professional School Enrollment

	1991	1992	1993	% Change 1991-1993
Public	19,936	20,983	22,172	11.22%
Independent	6,925	7,108	7,413	7.05%

4. By the year 2000, headcount enrollment in area vocational/technical schools will reach 24,000[1] students per year.

As revealed in Figure 8, both headcount and FTE enrollments in Tennessee's area vocational/technical schools have decreased between 1991 and 1993. This decline in enrollment continues to be of concern to the Commission since the programs offered in the area schools provide critical skills to Tennessee citizens and these skills will prove vital to the economic viability of the state as it moves into the next decade.

Figure 8: Area School Enrollment

	1991	1992	1993	% Change 1991-1993
Headcount	33,749	30,930	30,970	-8.23%
FTE	5,955	5,929	5,676	-4.69%

5. By the year 2000, enrollment of students over the age of 25 in public universities and colleges in Tennessee will increase to 50%.

Enrollment patterns in the various age groups fluctuate from year to year. Currently, around 35% of college students are over the age of 25. These enrollment patterns are controlled by various factors, not the least of which is economic climate. In times of recession, citizens in the 20 to 30 year age group are most often affected by fluctuations in employment opportunities. When the economy moves out of a recessionary period, it is this group which first returns to the work force. Since the state's economy is in a period of recovery from the most recent recession, it is not surprising that the enrollment of students between the ages of 25 and 30 has decreased almost 12% between Fall 1992 and Fall 1993. The master plan for Tennessee higher education, Higher Education Serving Tennessee, identified the student aged 25 to 45 as a key element in preparing Tennessee with skills necessary for a healthy economy. Serving this age group continues to be a high priority for public higher education. Figure 9 depicts enrollment trends in four age groups from 1991 through 1993.

Figure 9: Undergraduate Enrollment by Age Group for Public Institutions

Group	1991	% of Total	1992	% of Total	1993	% of Total	% Change in Enrollment 1991-1993
Under 25	102,697	62.67%	105,148	61.70%	110,450	64.53%	7.55%
25 to 30	24,615	15.02%	26,045	15.28%	23,313	13.62%	-5.29%
31 to 45	30,733	18.75%	32,697	19.19%	31,526	18.42%	2.58%
Over 45	5,837	3.56%	6,519	3.83%	5,881	3.44%	0.75%

Enrollment patterns for independent colleges tend to give slightly more emphasis to traditional college-age (18 to 25) groups. Tennessee is no exception; almost 70% of enrollment in independent colleges and universities in the state is under the age of 26. Figure 10 shows the Fall 1993 enrollment by age group in independent institutions.

Figure 10: Enrollment by Age Group for Independent Colleges

Age Group	1993	% of Total
Under 26	31,689	68.31%
26 to 29	3,297	7.11%
30 to 45	5,189	11.19%
46 and over	1,547	3.33%

[1] In the original Tennessee Challenge 2000 goals, the figure of 24,000 of 24,000 was projected as the average enrollment over four quarters. A more accurate gauge of AVTS enrollment has been developed, a total unduplicated headcount of an entire year's enrollment. Based on this change, the goal has been changed to **18,000 students** by the year 2000.

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6. **By the year 2000, public universities in Tennessee will graduate at least 51% of students within six years of enrollment.**

Benchmark 6 and 7 both address persistence-to-graduation data and the reports on both are combined following Benchmark 7.

7. **By the year 2000, two-year institutions in Tennessee will graduate at least 25% of students within three years of enrollment.**

Commission staff have done considerable research into methods of calculating persistence-to-graduation statistics for Tennessee's public institutions. In developing the statistics for this part of the report, a cohort is identified as all students enrolling as first-time, full-time, degree-seeking students in a particular Fall term. Graduation records for all state institutions are compared with the cohort for a six-year period. Any record of a successful completion is found and credited to the institutions which initially enrolled that student. Some examples: A student enrolling at a university or two-year institution who completes a degree at that institution is counted as a successful completion. A student enrolling at a two-year institution who transfers to a university and later receives a degree there is counted as a successful completion.

Formerly, calculation of persistence-to-graduation statistics for two-year institutions were traced only for a three-year period. This three year span is reasonable for students who enter college relatively well prepared and who are able to attend full time. However, most students in Tennessee public two-year institutions are employed and only able to attend college on a part-time basis. Over 70% of students who ultimately graduate from such schools begin as part-time students. In addition, increased admissions requirements at universities and open-door admissions policies at two-year institutions have resulted in more students enrolling at two-year institutions who need moderate or extensive remedial or developmental coursework to prepare them for college-level work. Because of these factors, the methodology of calculating two-year college completion rates has been altered to allow for tracking students over six years after initial matriculation. It must be recognized that completion statistics are, at best, estimates of the actual rates. Large numbers of students are not included in the cohort which is traced to completion. Those ignored by current calculations include any student who first enrolls as a part-time student or any student who begins at an independent institution or an out-of-state institution and who transfers to a Tennessee public institution.

Figure 11: Persistence to Graduation (Percent)

	1985-91	1986-92	1987-93
Public Universities	43.06%	42.92%	43.28%
Independent Universities			52.30%
Public Two-Year Institutions	25.00%	25.21%	26.87%
Indep. Two-Year Institutions			47.10%

Figure 11 depicts completion statistics for public universities and two-year institutions for the past three years and the most recent statistics for independent institutions. Readers will note a slight increase in public universities' completion rates and a sharp increase in completion rates of public two-year institutions. It is likely that these increases are due to the more stringent admissions standards at universities, more rigorous high school completion requirements, and the increased success of developmental programs in all the public institutions. Great care must be taken in interpreting graduation statistics. It has been suggested that the reverse of these statistics can be regarded as a "drop-out" rate. That is not the case since graduation statistics are very limited in that they trace a particular cohort of students (full-time, first-time, degree-seeking) and trace them to completion. The statistics do not reflect other successful completions and/or transfers. Completion rates for independent institutions, as shown in Figure 11, compare favorably with national averages for such institutions. Much research has been done on factors with affect persistence-to-graduation rates. Among the most important factors are selectivity of admissions criteria, residence status of students, accessibility

[1] Due to the change in methodology of calculating two-year college completion rates, explained in the body of the report, this goal has been reset to **35% of students within six years of enrollment**.

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of faculty by students, and increased involvement of students in campus activities. Figure 12 shows completion rates at the state's area vocational/technical schools. Appendix D presents detailed information for all state institutions.

Figure 12: Persistence at Area Vocational-Technical Schools

	1989-91	1990-92	1991-93
Number	4,595	4,930	4,798
Percent	58%	52%	54%

Much research has been done to determine factors which influence graduation rates and one which seems to bear very strongly on these rates in an institution's ability to retain students from their initial enrollment as freshmen into their sophomore year. Most of students who fail to graduate drop-out during the first year of college. Some of these students will return at a later date and these students are often successful at that stage. Figure 13 tracks student retention in Tennessee by identifying all full-time, first-time freshmen in Fall 1992 and identifying how many of that cohort were still enrolled in college in Fall 1993.

Figure 13: Retention from Freshman to Sophomore Year

	Freshmen Fall '92	Return Fall '93	Percentage
Public Two-Year Institutions	9,181	5,568	60.65%
Public Universities	12,963	10,427	80.44%
All Public Institutions	22,144	15,995	72.23%
All Independent Institutions	7,843	5,707	72.77%
Totals	52,131	37,697	72.31%

Figures 14 and 15 present the numbers of graduates in all public and independent colleges in the state. Figure 14 includes the most recent year for public institutions, 1992-93. The increase in the total number of awards from the previous year was 6.5%. This increase was driven by a 6.3% increase in baccalaureate awards, a 7.8% increase in associate degrees, and a sharp 36% increase in certificate awards at two-year institutions. Appendices E, F, and G give detailed listing of awards by discipline area in state universities, two-year institutions, and area vocational/technical schools.

Figure 14: Degrees and Other Awards from Public Institutions, 1992-93

	Certif.	Assoc.	Bach.	Prof.	Mast.	Ed.S.	Doct.	Total
Universities	99	519	13,499	644	3,597	103	447	18,908
Two-Year Schools	976	4,855						5,831
Total	1,075	5,374	13,499	644	3,597	103	447	24,739

Figure 15 includes the most recently available year for independent institutions, 1989-90. Although it is impossible to make exact comparisons for statistics of different years, it is important to note that independent colleges and universities in the state produce a number of professional degrees. These awards include professional degrees in Theology which are not present in public institutions. Efforts are underway to present more recent award data from independent institutions in future reports. Independent institutions accounted for 14% of associate degrees, 34% of bachelor's degrees, 30% of master's degrees, 50% of professional degrees, and 31% of all degrees awarded in 1989-90.

Figure 15: Degrees and Other Awards from Independent Institutions, 1989-90

	Assoc.	Bach.	Prof.	Mast.	Ed.S.	Doct.	Total
Universities	309	6,145	647	1,433	0	246	8,780
Two-Year Schools	372						372
Total	681	6,145	647	1,433	0	246	9,152

8. **By the year 2000, 75% of students completing university parallel degree programs at public community colleges will enroll in baccalaureate degree programs at state universities.**

Figure 16 provides a view of the most recent data on the immediate transfer of community college graduates into the state universities. The state's twelve community colleges offer Associate of Arts and Associate of Science degrees which are intended to prepare students for transfer into university level study. These are called university parallel programs. The tracking method currently in use to measure the success of these programs follows all two-year college graduates and identifies those who enroll at a state university during

Figure 16: Transfers of Community College University Parallel Majors

	1990-91 Graduates	Transfers Fall 91	1991-92 Graduates	Transfers Fall 92	1992-93 Graduates	Transfers Fall 93
Number	1,108	511	1,346	679	1,440	710
Percent		46.12%		50.45%		49.31%

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the fall term following their graduation. It must be recognized that a percentage of students in university parallel programs do not immediately enroll at a university following their graduation from a two-year college. Another complicating factor is that some students who graduate from applied science degree programs may decide after graduation that they wish to pursue a baccalaureate degree program. Another fact to be considered is that some students transfer without completing the two-year college program and receiving an associate degree.

The present generation of college students is far more mobile than were previous generations. It is not unusual for a student to attend two or more institutions before receiving a degree. The pattern of transfers is often pictured as occurring in only one direction, from two-year institutions to universities. However, it is increasingly common for students to transfer from a university to a two-year institution, often transferring back to the originating university or another institution at a later date. There are also other patterns of transfer involving transfers between universities, transfers between two-year institutions, transfers between public and independent colleges, and out-of-state transfers. In any given Fall term, between 10% and 15% of students who enroll in a Tennessee public institution was enrolled in another institution the previous year. Figure 17 shows the patterns of transfers to the state's public universities. It is interesting to note that, while overall enrollment at state universities was down slightly from the previous year, the enrollment of transfer students was up by 4.6%. Almost 10% of the total enrollment are transfer students.

Figure 17: Transfers to Public Universities

	1992	1993
From Public 2-year Institutions	3,074	3,463
From other Public Universities	1,296	1,361
From Independent Institutions	984	776
From Out-of-state Institutions	3,486	3,648
Totals	8,840	9,248

Figure 18 shows the patterns of transfers to public two-year institutions. As in the case with state universities, transfer students make up almost 10% of the total enrollment. It is also significant that, in relation to total enrollment, almost as many students transfer from a university to a two-year institution as from a two-year institution to a university. Both types of institutions accept a number of out-of-state transfer students each year. In all public institutions, out-of-state transfer students make up around 3.4% of the total enrollment.

Figure 18: Transfers to Public Two-Year Institutions

	1992	1993
From Public Universities	2,286	2,780
From other 2-year institutions	930	1,207
From Independent Institutions	661	769
From Out-of-state Institutions	2,346	2,830
Totals	6,223	7,586

There is also considerable transfer activity between the independent sector and public two-year institutions. Figure 19 shows that activity for the past two years. Appendices H and I provide more detailed information on the transfer activity in this section of the report.

Figure 19: Transfers Between Independent Colleges and Universities and Public Two-Year Institutions

	1992	1993
From Independent to 2-year	661	769
From 2-year to Independent	1,327	1,502

9. By the year 2000, the racial composition of enrollments in public higher education institutions will be sufficient to ensure that all Tennesseans, regardless of race, will have access to higher education.

Enrollment of African-American citizens of Tennessee in public institutions continues to increase. There were 26,498 African-Americans enrolled as undergraduates and 1,926 enrolled as graduate or professional students. Figure 20 shows the undergraduate enrollment patterns by race for the past three years. It can be seen that the percentage of African-American undergraduate students has risen from 14.6% in 1991 to almost 15.5% in Fall of 1993. During that same period, the enrollment of White students has changed slightly, from 81.75% to 81.72%. Figure 21 indicates the growth in graduate and professional school enrollment. Enrollment of African-American students in these schools has increased slightly, from around 8% to around 8.7% of the total enrollment.

Figure 20: Undergraduate Enrollment by Race for Public Institutions

Race	1991	% of Total	1992	% of Total	1993	% of Total
Black	24,280	14.60%	25,936	15.22%	26,498	15.48%
White	135,979	81.75%	139,884	82.09%	139,873	81.72%
Other	4,087	2.46%	4,588	2.69%	4,799	2.80%

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Enrollment of White students has changed slightly, from around 83.9% to 83.2% of the total. Other race enrollment (primarily Asian and Hispanic) has risen in both undergraduate and graduate schools. Appendix J contains an analysis of African-American enrollment in public institutions for the past five years.

Figure 21: Graduate & Professional School Enrollment by Race

Race	1991	% of Total	1992	% of Total	1993	% of Total
Black	1,589	7.97%	1,751	8.34%	1,926	8.69%
White	16,734	83.94%	17,556	83.67%	18,442	83.18%
Other	1,613	8.09%	1,676	7.99%	1,804	8.14%

Enrollment of African-American students in the independent sector is comparable to that of public institutions. Over 14.5% of total enrollment in independent institutions is African-American. A fairly high proportion of that enrollment is in five historically black institutions. Figure 22 shows a history of enrollment by race in all independent institutions for the past three years.

Figure 22: Total Enrollment by Race for Independent Institutions

Race	1991	% of Total	1992	% of Total	1993	% of Total
Black	6,607	14.61%	6,507	14.35%	6,736	14.52%
White	35,663	78.84%	35,398	78.04%	36,163	77.95%
Other	2,963	6.55%	3,297	7.27%	3,493	7.53%

Enrollment of African-American students in the area vocational/technical schools, as shown in Figure 23, has continued to decrease. There has been an overall decrease in enrollment in these institutions of over 8% since 1991 but African-American enrollment has decreased by 11.5% during that period.

Figure 23: AVTS Enrollment by Race

	1991	1992	1993	% Change 1991-1993
Black	3,549	3,155	3,139	-11.55%
White	29,764	27,448	27,446	-7.79%
Other	436	327	385	-11.70%

10. By the year 2000, rates of persistence to graduation will be the same for Blacks as for other racial groups.

The change in methodology for calculating persistence statistics (as detailed under Goal A, Benchmarks 6 and 7) has revealed an increase in persistence rates for African-American students at both university and two-year college levels. Figure 24 shows that the university persistence rate for African-American students has increased over 6% since 1991.

Figure 24: Persistence to Graduation by Race (Public Institutions)

		1985-91	1986-92	1987-93
Universities	Black	24.03%	27.80%	30.47%
	White	46.84%	45.96%	45.61%
		1985-91	1986-92	1987-93
Two Year	Black	12.28%	9.96%	13.22%
	White	28.11%	29.00%	30.00%

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Goal B:

BY THE YEAR 2000, TENNESSEE WILL BE A NATIONAL LEADER IN IMPROVING THE QUALITY OF INSTRUCTIONAL PROGRAMS AND DEMONSTRATING THIS IMPROVEMENT THROUGH STATEWIDE AND INSTITUTIONAL ASSESSMENT.

Benchmarks:

1. **By the year 2000, the average ACT COMP scores of graduates of Tennessee's public universities will average 188.5.**

Figure 25: General Education Outcomes Averages

		1982-84	1984-86	1986-88	1988-90	1990-92	1993
ACT COMP	Tennessee	184.1	185.4	185.4	184.7	182.2	181.8
	Norm Group	185.4	185.2	185.2	184.6	183.1	180.1
COLLEGE BASE	Tennessee						306.4
	Norm Group						304.7

Figure 25 is a chart which shows the general education outcome scores. ACT COMP (American College Testing College Outcomes Measures Program) scores from 1982 to 1993 are shown and the 1993 score for the College Base test is included. The 1992-93 academic year was the beginning of a new cycle of Performance Funding. As a part of the revised standards for Performance Funding, institutions were allowed to choose whether they would continue to use the ACT COMP as a measure of general education outcomes or would change to either of two other nationally standardized tests. Approximately half of the universities and half of the two-year institutions chose to continue the ACT COMP and the others chose to use the College Base test which is published by Riverside Publishing Company. Since 1992-93 was the first year for the College Base test, that is the only year for which scores can be given. The most important fact to be gleaned from the chart is that, after two years in which Tennessee graduates slipped slightly below national norms on the ACT COMP, they are again above the national norm. What appears to be a drop in the national norm is actually a result of the shifting norm group with which Tennessee is compared. Several of the institutions which chose to use the College Base Examination were among those with the highest admission standards. That reduced the norm group scores for the state for those institutions who chose to remain with the ACT COMP Examination. Appendix K provides scores for each institution including ACT COMP scores for the past three years. It should be noted that the average Tennessee ACT COMP score has gained slightly each of the past three years. The first year of testing with the College Base test also produced scores above national averages.

Additional reports which are related to this goal are presented in the appendices. They are:

Appendix L - A report of the percentages of students accepted into institutions from those who applied for admittance and percentages of students enrolling who were regularly admitted as well as those admitted under alternative methods. It should be noted that, in Fall 1993, Tennessee's public institutions accepted slightly higher numbers of students from those who applied for admission that they did in Fall 1992. In Fall 1992, 24,650 students (75.1%) were accepted from the 32,827 who applied. In Fall 1993, 23,653 (78.6%) were accepted from the 30,076 who applied. Alternative admissions were down considerably from 1992. In Fall 1992, 1,730 (7.0%) students were accepted through alternative means. In Fall 1993, that number dropped to 1,118 (3.4%).

Appendix M - Average entering ACT scores for each institution. These scores are taken from ACT reports and reflect the average entering score for all students who took the ACT Examination and who were accepted by the institution in Fall 1993.

Appendix N - Numbers and percentages of students enrolled in remedial and developmental courses. Reports on remedial and developmental coursework can sometimes be subject to misinterpretation since

they do not separate the student who merely needs one course, perhaps a writing course or a refresher math course, from the student who needs significant course work in order to be fully ready to begin college work. In the three rightmost columns of Appendix N an attempt is made to look only at students who need significant help; that is, who are taking more than one remedial or developmental course. Other columns in Appendix N also contain relevant information. The total number of students enrolled in remedial or development coursework from 1991 through 1993 are found in the fifth, sixth, and seventh columns of the chart. In all institutions, the total percentage of students enrolled in any amount of remedial or developmental coursework has declined from 57.3% in 1991 to 55.1% in 1993.

Appendix O shows the need for remedial or developmental coursework of students 18 years of age or younger. These are students who graduated only three months before matriculation into college. Figure 26 is a summary of data in Appendix O. It should be noted that over 72% of these students who entered the public universities needed no remedial or developmental coursework. In all institutions, only 3.55% of the students were taking only remedial coursework, and only around 14% were taking any remedial coursework at all.

Figure 26: Need for remedial or Developmental Coursework of 1993 High School Graduates

	Taking No R&D	Taking Only Developmental	Taking Only Remedial	Taking Mix of R&D
Universities	72.44%	22.40%	1.64%	3.52%
Two-Year Institutions	28.97%	40.53%	7.08%	23.42%
All Levels	57.20%	28.75%	3.55%	10.49%

2. **By the year 2000, passing rates on professional licensure examinations of graduates of Tennessee's public higher education professional schools will remain above national levels.**

Figure 27 (next page) depicts licensure examination pass rates for the past three years. Tennessee graduates perform at or above national averages on licensure examinations. It is particularly gratifying to note the sharp improvement in engineering scores from a passing rate of 49.4% in 1991 to a rate of 55.2% in 1993. This puts the state's public engineering schools just under the national average of 56.9%. Tennessee's nursing schools are clearly above the national average passing rate with 93.7% passing. The national rate is 91.2%. Two programs, Physical Therapy and Pharmacy, achieved a 100% pass rate in 1993.

Figure 27: National Licensure Examinations Pass Rates

	1991		1992		1993	
Test	Number	Percent	Number	Percent	Number	Percent
Medical Technology	25	88.0%	23	87.0%	34	79.7%
Dental Hygiene	32	89.2%	43	92.9%	39	90.0%
Engineering	581	49.4%	476	52.8%	643	55.2%
Nursing	481	91.1%	468	92.0%	449	93.7%
Law	221	82.5%	218	85.7%	207	85.6%
Dentistry	54	82.0%	56	95.5%	62	87.4%
Pharmacy	69	97.1%	69	98.6%	72	100.0%
Physical Therapy	51	100.0%	56	100.0%	80	100.0%
Medicine, Part I	191	84.8%	199	86.0%	214	89.2%
Medicine, Part II	174	93.7%	190	92.6%	184	89.1%

3. **By the year 2000, 75% of students completing university parallel degree programs at public community colleges in Tennessee will enroll in baccalaureate degree programs at state universities. (See Goal 8, Benchmark 8 for data concerning transfer rates.)**

4. **By the year 2000, rates of transfer from public community colleges to state universities in Tennessee will be the same for Blacks as for other racial groups.**

Figure 28 reveals transfer rates for African-American students and total transfer rates. There has been significant improvement in the rates of transfer for African-American students, both in terms of

Figure 28: Transfer Rates by Race-University Parallel Students at Community Colleges

	Grads 1990-91	At Univ. Fall '91	Percent	Grads 1991-92	At Univ. Fall '92	Percent	Grads 1992-93	At Univ. Fall '93	Percent
Black	90	26	28.89%	120	56	46.67%	137	65	47.45%
Total	1,108	511	46.12%	1,346	679	50.45%	1,440	710	49.31%

numbers and percentages. In 1991, only 26 African-American graduates of two-year institutions transferred to universities. These 26 students represented only 29% of two-year college graduates who subsequently transferred. In 1993, 65 students representing almost half (47.5%) transferred. This rate of transfer is only around 2% less than the total transfer rate. If only three more students had transferred, the rates would have been the same.

5. **By the year 2000, a Superior Teaching Program will be fully funded and implemented across the state.**

Funding for the first phase of the Superior Teaching Program, statewide awards for college and university teachers, has not yet been available.

6. **By the year 2000, cumulative collections of materials in libraries at Tennessee public institutions will be current and these libraries will be able to provide ready access to materials necessary to support their instructional and research needs.**

A very important indicator on an institution's commitment to currency in its library collection is the number of volumes purchased in a given year. Figure 29 compares the number of volumes added to collections in 1989-90 with those added during the past year in all public colleges and universities in the state. While the number of volumes added was 72.4% more than in 1989-90, the cost of adding those publications was more than double (106.8%). This is an indication of the rapidly rising cost of maintaining and acquiring volumes in our libraries.

Figure 29: Expenditures on Books

	1989-90	1992-93	% Change 1989-1993
Volumes Added	146,516	252,637	72.43%
Expenditures on Books (X 1000)	$3,423	$7,077	106.75%

Other Benchmarks of Quality

One important area is the accreditation of academic and professional programs. Figure 30 reports the status of accreditation of specialized programs in public institutions. Appendices O and P list accreditation by program for all institutions.

Some of the reports included in *Tennessee Challenge 2000* come from studies which are not done on an annual basis. In those cases, data reported will be from the previous year. Data from one such report may be found in Figure 31 which is a report on the percentage of courses taught by full-time faculty, adjunct faculty, and graduate assistants (in universities). Data reported are taken from the third annual *Tennessee Challenge 2000* report in January 1993. These percentages and the alumni survey are collected every two years and will be reported in alternate year reports.

Figure 30: Accreditation

	Accreditable	Accredited	% Accredited
Universities	361	328	90.86%
Two-Year Institutions	67	67	100.00%

Job placement rates for vocational programs at Tennessee's two-year colleges and area vocational/technical schools continue to be among the highest in the nation. The cumulative placement rate for two-year institutions for 1992-93 was 94.2% and the placement rate for area schools was 93%. A report by institutions may be found in Appendix S.

Legislation requires that this report present the numbers of students enrolled at correctional institutions. In Fall 1993 there were 91 students enrolled at sites identified as correctional institutions. This number represents less than one-half of one percent of the total enrollment. It cannot be said with assurance that all these students are inmates since guards and other correctional employees may also enroll in these courses.

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Goal C:

BY THE YEAR 2000, TENNESSEE'S COLLEGES AND UNIVERSITIES WILL BE AMONG THE NATION'S LEADING INSTITUTIONS IN PREPARING GRADUATES WITH THE KNOWLEDGE AND SKILLS ESSENTIAL FOR EFFECTIVE TEACHING.

Benchmarks:

1. **By the year 2000, 1,800 individuals will complete teacher education programs in Tennessee public universities each year. Of that number, 396 (22%) will be Black.**

Figure 32 is a report on teacher education completers since 1990-91. This table does not include persons seeking graduate degrees but does include all baccalaureate program completers and those completing teacher education requirements who already possessed a degree. While total numbers of teacher training graduates have increased by 6.9% since 1991, it is notable that the numbers of African-American teacher education graduates at public universities increased by 44.4%. Independent colleges and universities, graduated 35% of teachers in 1992-93.

Figure 32: Teacher Education Completers

		1990-91	1991-92	1992-93	% Change 1991 - 1993
Public	Total	1,379	1,799	1,571	**13.92%**
	Black	54	61	78	**44.44%**
Independent	Total	883	891	846	**-4.19%**
	Black	37	43	36	**-2.70%**
Total	Total	2,262	2,690	2,417	**6.85%**
	Black	91	104	114	**25.27%**

2. **By the year 2000, 95% of teacher education graduates in Tennessee's public universities will pass the NTE or an equivalent examination.**

Figure 33 contains statistics concerning pass rates on the National Teacher Examination. The apparent drop in pass rates from 1989-90 to 1991-92 is due to changes in state policy which raised the cut-off scores for passing the Exam.

Figure 33: NTE Pass Rate

		1989-90	1990-91	1991-92
Public	No. Passed	1,640	1,486	1,668
	% Passing	96.59%	94.68%	87.61%
Independent	No. Passed	826	855	912
	% Passing	89.83%	96.84%	87.17%

Goal D:

BY THE YEAR 2000, TENNESSEE WILL HAVE IMPROVED BOTH THE QUALITY AND QUANTITY OF RESEARCH AND PUBLIC SERVICE SO THAT THE STATE IS RECOGNIZED FOR ITS SUPERIOR RESEARCH AND SERVICE ACTIVITIES.

Benchmarks:

1. **Expenditures on research at universities from restricted accounts will reach $230,000,000 by the year 2000.**

Figure 34 contains data showing growth in research expenditures at public universities. These increases have been gratifying. The increase in 1992-93 over 1990-91 was over 19%. These expenditures are from grants and other private sources and do not include money from state appropriations for higher education.

Figure 34: Research Expenditures at Public Universities

	1990-91	1991-92	1992-93	% Change 1991-1993
Actual Expenditures	$93,612,000	$100,403,000	$111,455,000	19.06%
Adjusted for Inflation	$84,812,000	$87,250,000	$93,734,000	10.52%

2. **Expenditures on public service at universities from restricted accounts will reach $43,000,000 by the year 2000.**

Figure 35 shows the growth in public service expenditures. The growth of spending from 1990-91 to 1992-93 has slightly exceeded that of research spending with a growth rate of 22.6%. These expenditures are from grants and other private sources and do not include money from state appropriations for higher education.

Figure 35: Public Service Expenditures at Public Universities

	1990-91	1991-92	1992-93	% Change 1991-1993
Actual Expenditures	$31,445,000	$32,199,826	$38,539,000	22.56%
Adjusted for Inflation	$28,978,429	$27,978,429	$32,411,000	11.85%

Tennessee's independent colleges and universities play an important part in research and public service. Figure 36 depicts expenditures for research and public service for all independent institutions for the past two years. The expenditure of research and public service efforts are not evenly distributed across all institutions in the independent sector; the bulk of the expenditures occur at three institutions, Vanderbilt University, Meharry Medical College, and Southern College of Optometry.

Figure 36: Research and Public Service, Independent Institutions

	1991-92	1992-93	% Change 1992-1993
Research Expenditures	$71,279,295	$77,527,779	8.77%
Public Service Expenditur	$56,119,683	$61,222,189	9.09%

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Goal F:

BY THE YEAR 2000, TENNESSEE'S HIGHER EDUCATION INSTITUTIONS WILL BE ABLE TO COMPETE FOR THE VERY BEST FACULTY AND STAFF.

Benchmarks:

1. **By the year 2000, faculty salaries at Tennessee public institutions will be above those of their peers in other states.**

Figure 37 gives 1992-93 salary comparisons with peer institutions. In every case, there was an improvement in the relationship between peers and Tennessee faculty between 1991-92 and 1992-93. At the University of Tennessee, Knoxville the improvement was from 90.1% to 94.9%, Memphis State University improved from 94.3% to 96.4%, other universities improved from 95.8% to 101%, and two-year institutions improved from 98.5% to 98.9%.

Figure 37: 1992-93 Salary Comparisons

	Average Salary	Peer Average	% of Peer
University of Tennessee, Knoxville	$46,500	$49,000	94.90%
Memphis State University	$42,360	$43,925	96.44%
All Other Universities	$39,050	$38,675	100.97%
All Two-Year Institutions	$30,330	$30,675	98.88%

Figure 38 shows percentage comparisons for the past three years. Caution should be exercised in comparing percentages across years. The 1992-93 salary averages are based on the new peer institutions recommended by the Formula Task Force and adopted by the Tennessee Higher Education Commission.

Figure 38: Percentage Comparisons

	% in 1990-91	% in 1991-92	% in 1992-93
University of Tennessee, Knoxville	92.20%	90.10%	94.90%
Memphis State University	94.50%	94.30%	96.44%
All Other Universities	98.00%	95.80%	100.97%
All Two-Year Institutions	97.30%	98.50%	98.88%

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Goal F:

BY THE YEAR 2000, TENNESSEE'S HIGHER EDUCATION INSTITUTIONS WILL HAVE GARNERED SUFFICIENT RESOURCES TO ACHIEVE THE HIGH QUALITY AND ACCESS ENVISIONED IN THE GOALS OF TENNESSEE CHALLENGE 2000.

Benchmarks:

1. **By the year 2000, Tennessee's public higher education institutions will merit a proportion of state dollars above that currently received.**

Tennessee's public higher education institutions have always worked assiduously to merit the confidence placed in them by the citizens of Tennessee and their elected representatives. An example of Tennessee's commitment to higher education can be found by examining the changing state appropriation for higher education. Figure 39 is based on the latest available data from the Department of Finance and Administration. Tennessee's General Assembly continues to support higher education. In a national study, Tennessee was found to be second in the nation in the percentage increase in state spending for higher education over the years 1991 and 1992.

Figure 39: State Appropriations for Higher Education

FY 1989	FY 1990	FY 1991	FY 1992	FY 1993
$693,186,247	$707,245,600	$709,434,000	$676,442,900	$758,406,200

Financial Health of Independent Colleges and Universities

The financial health of independent colleges and universities is critical to these institutions' continued contribution to higher education in Tennessee. Figure 40 presents four key financial ratios which are used to evaluate financial health of higher education institutions. The first of these, the net revenue ratio, is calculated by subtracting the total current expenditures from the total current fund revenues and dividing the result by the total current expenditures. A positive ratio of one to three percent over a three to five year trend line indicates a strong financial condition.

Figure 40: Key Financial Ratios, Independent Colleges

Year	Net Revenue Ratio	Tuition & Fees Contribution Ratio	Gifts and Grants Ratio	Instructional Cost Ratio
1986-87	1.45%	44.33%	16.49%	30.95%
1987-88	-0.02%	44.95%	14.55%	29.63%
1988-89	2.19%	45.38%	13.72%	28.73%
1989-90	0.15%	45.50%	12.54%	33.11%
1990-91	1.79%	46.17%	12.45%	32.90%
1991-92	1.84%	45.50%	13.17%	33.57%
1992-93	1.07%	46.33%	12.81%	32.29%

The second ratio, tuition and fees contribution, is calculated by dividing total tuition and fee revenue by total educational and general expenditures. Ideally, this ratio should decline over the long term as gifts and endowment are developed to contribute to educational and general expenditures. A dramatic rise in this index might signal an over-reliance on tuition revenue to support the institution. Most liberal arts colleges with small endowments maintain a ratio of between 70 and 80 percent on this index.

The third ratio, gifts and grants, results from dividing the revenue from private gifts and grants by total educational and general expenditures. Most liberal arts colleges with small endowments range between 10% and 15% on this index. Falling below 10% is a sign of an over-dependency on tuition revenue. The decline in the gifts and grants ratio in Tennessee is reflective of a decrease in support from private sources at many independent institutions over the last six years. It is likely that this decrease was a result of the downturn in the economy. It is hoped that, with the current improvement in the economy, this trend will reverse in coming years.

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The fourth ratio, instructional cost, is calculated by dividing the direct expenditures for instruction by total educational and general expenditures. This index reflects an institution's ability to maintain academic quality through its shifting of resources to support the instructional program over a given time period. This should be a relatively stable index. Colleges seeking to strengthen their academic quality should be increasing their instructional cost ratio as time passes. Most liberal arts colleges with small endowments maintain a ratio on this index of 30% to 40%. In Tennessee, more campus resources have been shifted to faculty salaries and instructional materials to continue the institutions' emphasis on teaching.

A chart detailing the figures used in these calculations is found in Appendix T.

Declared Enrollment Capacity of Independent Institutions

A survey of independent institutions conducted by the Tennessee Independent Colleges and Universities conducted in Fall 1993 requested campus administrators to estimate their enrollment capacity. The resulting composite figure was 47,433 FTE. Since the total FTE enrollment of independent institutions in Fall 1993 was 41,991 the resulting difference is 5,442 students. A complete listing of the institutional estimates and the supporting data is found in Appendix U of this document. More detailed analysis of this survey must be done since the methods used by institutions to estimate capacity are not consistent. For example, at some institutions the declared capacity would result in doubling the student-to-faculty ratio and in others, the declared capacity would result in a dramatic reduction in the ratio of students to available instructional space.

Of the independent institutions' 24,272 spaces in residence halls available in Fall 1993, 21,162 were in use. This left 3,110 spaces vacant, a vacancy rate of 12.8%.

Student Financial Aid

Figure 41: Tennessee Student Assistance Awards, 1992-93

Category of Institutions	Headcount Enrollment	Number of Awards	% Receiving Awards	% of Total Awards	Total Amount of Awards	% of Total Amount	Average Award
Independent Two-Year	1,035	105	10.14%	0.54%	$129,051	0.90%	$1,229
Public Two-Year	77,421	4,320	5.58%	22.05%	$1,425,029	9.89%	$330
Independent Four-Year	45,357	3,419	7.54%	17.45%	$4,431,119	30.75%	$1,296
Public Four-Year	115,921	10,743	9.27%	54.83%	$7,634,580	52.98%	$711
Area Vocational/Tech. Schools		242		1.24%	$17,057	0.12%	$70
Other		766		3.91%	$773,144	5.37%	$1,009
Totals		19,595			$14,409,980		$735

Tennessee Student Assistance Award Program - Figure 41 is an analysis of the distribution of funds ($14,410,000) under the Tennessee Student Assistance Award for Fall 1992, the latest year for which final figures are available.

On May 31, 1993, Governor McWherter signed a bill of the General Assembly titled "The Tennessee Student Assistance Awards Restoration Act." The stated purpose of this act was "to restore the value of the Tennessee Student Assistance Award maximum grant to approximate its value in 1981 constant dollars and to provide financially needy students enrolled at Tennessee independent colleges and universities with a state grant of sufficient size to reduce the impact of institutional price on their higher education enrollment decision." The Act linked the maximum award under TSAA to 50% of the amount of out-of-state tuition and fees charged by public institutions. The Act provided $1.25 million to enable the Tennessee Student Assistance Corporation to carry out the intent. Figure 42 is a study of trends since 1989 in the distribution of TSAA funds. The figures for 1993-94 are not final figures; they are estimates as of December 31, 1993. The number of awards for independent institutions in 1992-93 was 3,524. This accounted for 18% of the total number of awards. As of December 31, 1993, the number

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Figure 42: Tennessee Student Assistance Awards, Trends 1988-89 to 1992-93

Category of Institutions	Percentage of Numbers of Awards					
	1988-89	1989-90	1990-91	1991-92	1992-93	1993-94
Independent Two-Year	1.1%	1.1%	0.9%	0.6%	0.5%	0.6%
Public Two-Year	17.1%	18.3%	19.0%	21.2%	22.1%	25.8%
Independent University	19.5%	19.2%	18.2%	17.6%	17.5%	16.2%
Public University	53.6%	52.7%	53.4%	55.1%	54.8%	53.1%
Area Vocational/Technical Schools	1.6%	1.5%	1.5%	1.3%	1.2%	1.4%
Other	6.9%	7.2%	7.2%	4.2%	3.9%	3.1%

Category of Institutions	Percentage of Dollar Amount of Awards					
	1988-89	1989-90	1989-90	1990-91	1992-93	1993-94
Independent Two-Year	1.9%	1.7%	1.3%	1.0%	0.9%	1.1%
Public Two-Year	7.0%	7.8%	8.4%	9.2%	9.9%	11.3%
Independent University	35.6%	33.7%	31.9%	32.5%	30.8%	33.6%
Public University	45.1%	46.1%	47.8%	50.9%	53.0%	49.2%
Area Vocational/Technical Schools	0.2%	0.1%	0.2%	0.1%	0.1%	0.2%
Other	10.3%	10.5%	10.4%	6.3%	5.4%	4.5%

of awards for independent institutions in 1993-94 was 3,410 or 16.7% of the total number of awards. Since a smaller number of students received awards, the Tennessee Student Assistance Corporation was able to increase the maximum award for those students from $1,482 in 1992-93 to $1,890 in 1993-94. Therefore, the effect of the Act was that, although fewer students received the awards, the total dollar amount of awards to independent institutions increased. In 1992-93, independent institutions received 31.7% of the total amount of funds awarded; in 1993-94, that percentage increased to 34.7%. Reference to Figure 2 on Page 2 will show that independent institutions enrolled approximately 12% of Tennessee citizens in higher education institutions within the state in Fall 1993.

Tennessee Academic Scholars Program - The Tennessee Academic Scholars Program encourages academically talented Tennessee high school graduates to attend college in Tennessee. Applicants for the scholarships must have at least a 3.5 cumulative grade point average and be in the upper 5% of scores on national college entrance tests. The total award is $5,000 per year. Of this amount, half comes from state funds and half from the institution which accepts the student. The student must attend college full-time and maintain a high grade average to remain eligible for the grant. Figure 43 shows the institutions in which recipients of the grants were enrolled in 1992-93.

Figure 43: Tennessee Academic Scholars Program (Total of 168 recipients)

Institution	Number of Students	Institution	Number of Students
Belmont University	1	Tennessee Technological University	16
Carson-Newman College	3	Trevecca Nazarene	1
Christian Brothers University	2	Union University	2
Cumberland University	1	University of the South	2
David Lipscomb University	7	University of Tennessee at Chattanooga	3
East Tennessee State University	7	University of Tennessee, Knoxville	61
Memphis State University	13	University of Tennessee at Martin	5
Milligan College	1	Vanderbilt University	34
Rhodes College	9		

Tennessee Teacher Loan/Scholarship Program - The Teacher Loan/Scholarship Program was authorized by the Comprehensive Education Reform Act of 1984 to encourage outstanding students to enter the teaching profession and to allow existing teachers to retrain in an academic area in which there was a shortage of teachers. These are forgivable loans and are available to Tennessee residents who agree to teach in the Tennessee public K-12 schools upon graduation. The Tennessee General Assembly appropriated $360,000 for the program for 1992-93. Figure 44 shows the institutions in which these prospective teachers were enrolled in 1992-93.

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Figure 44: Tennessee Teacher Loan/Scholarship Program (Total of 181 recipients)

Institution	Number of Students	Institution	Number of Students
Austin Peay State University	10	Northeast State Tech. Comm. College	1
Belmont University	1	Pellissippi State Tech. Comm. College	2
Bethel College	1	Roane State Communtiy College	1
Carson-Newman College	10	Tennessee State University	3
Christian Brothers University	2	Tennessee Technological University	23
Cumberland University	1	Tennessee Wesleyan College	4
David Lipscomb University	4	Trevecca Nazarene College	1
Freed-Hardeman University	7	Tusculum University	1
Lambuth University	3	Union University	10
Lee College	1	The Univ. of Tennessee at Chattanooga	2
Lincoln Memorial University	1	The Univ. of Tennessee, Knoxville	41
Maryville College	7	The Univ. of Tennessee at Martin	11
Memphis State University	12	Volunteer State Community College	3
Middle Tennessee State University	17	Walters State Community College	1

Minority Teaching Fellows Program - The State of Tennessee established the Minority Teaching Fellows Program to encourage talented minority Tennesseans to select teaching as a career choice. The award is for $5,000 per year to a maximum of $20,000. Those who receive the award incur an obligation to teach in some Tennessee public school one year for each year of the award. Nineteen such awards are available for freshmen each year. Figure 45 shows the institutions in which these prospective teachers were enrolled in 1992-93.

Figure 45: Tennessee Minority Teaching Fellows Program

Institution	Number of Students	Institution	Number of Students
Austin Peay State University	3	Tennessee State University	8
Christian Brothers University	1	Tennessee Technological University	1
Jackson State Community College	1	The Univ. of Tennessee at Chattanooga	8
Lambuth University	1	The Univ. of Tennessee at Martin	5
LeMoyne-Owen College	1	The Univ. of Tennessee, Knoxville	10
Memphis State University	17	Vanderbilt University	1
Middle Tennessee State University	4		

Contract Education Program - Tennessee contracts with independent colleges and universities within the state to provide spaces for Tennessee residents in programs which are needed by the state and which are not available in public institutions. Some of these spaces are provided through the Southern Regional Education Board's Regional Contract-for-Services Program and others are contracted directly with institutions. Figure 43 is a list of schools in Tennessee which participated in the Contract Education Program in 1992-93, the numbers of positions contracted for, and the total amount of contracted services.

Figure 46: Contract Education Program, 1992-93

	Number of Students	Total Amount
John A. Gupton College	21	$38,441
Maryville College	2	$4,520
Meharry Medical College	89	$1,541,904
Southern College of Optometry	73	$467,200
Vanderbilt University	8	$49,669
Totals	193	$2,101,734

Appendices

A Fall 1993 Enrollments

B Ten-Year Enrollment Trends

C Graduate and Professional School Enrollment

D Persistence-to-Graduation by Institution

E Degrees and Awards: Universities

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Q Accreditation (by institution and discipline): Universities

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S Job Placement Rates

T Key Financial Ratios, Independent Institutions

U Declared Enrollment Capacity Data, Independent Institutions

Appendix A

Fall 1993 Enrollments

Public Universities	Undergraduate	Graduate & Prof.	Total
Austin Peay State University	7,535	538	8,073
East Tennessee State University	9,458	2,060	11,518
Memphis State University	15,486	4,889	20,375
Middle Tennessee State University	15,426	1,957	17,383
Tennessee State University	6,617	1,234	7,851
Tennessee Technological University	7,369	969	8,338
University of Tennessee, Chattanooga	7,117	1,208	8,325
University of Tennessee, Knoxville	18,987	7,444	26,431
University of Tennessee, Martin	5,337	200	5,537
University of Tennessee, Memphis	417	1,673	2,090
Subtotal	93,749	22,172	115,921
Public Two-Year Institutions:			
Chattanooga State Technical Community College	8,756		8,756
Cleveland State Community College	3,460		3,460
Columbia State Community College	3,468		3,468
Dyersburg State Community College	2,049		2,049
Jackson State Community College	3,397		3,397
Motlow State Community College	3,263		3,263
Northeast State Technical Community College	3,520		3,520
Nashville State Technical Institute	6,302		6,302
Pellissippi State Technical Community College	7,866		7,866
Roane State Community College	5,741		5,741
Shelby State Community College	7,018		7,018
State Technical Institute at Memphis	11,117		11,117
Volunteer State Community College	5,920		5,920
Walters State Community College	5,544		5,544
Subtotal	77,421		77,421
Grand Totals	171,170	22,172	193,342

Fall 1993 Enrollments (continued)

Independent Four-Year Institutions	Undergraduate	Graduate & Prof.	Total
Belmont University	2,587	284	2,871
Bethel College	463	45	508
Bryan College	427		427
Carson-Newman College	2,015	111	2,126
Christian Brothers University	1,326	188	1,514
Crichton College	327		327
Cumberland University	980	21	1,001
David Lipscomb University	2,263	72	2,335
Fisk University	818	36	854
Freed-Hardeman University	1,224	137	1,361
Johnson Bible College	428	55	483
King College	553		553
Knoxville College	844		844
Lambuth College	1,165		1,165
Lane College	744		744
Lee College	2,011		2,011
Lemoyne-Owen College	1,236	52	1,288
Lincoln Memorial University	1,530	374	1,904
Martin Methodist College	496		496
Maryville College	752		752
Meharry Medical College	151	697	848
Memphis College of Art	217	27	244
Milligan College	737	39	776
Rhodes College	1,404	5	1,409
Southern College of Optometry		408	408
Southern College of Seventh Day Adventists	1,527		1,527
Tennessee Wesleyan College	639		639
Trevecca Nazarene College	983	374	1357
Tusculum College	1,023	121	1,144
Union University	2,269	89	2,358
University of the South	1,153	77	1,230
Vanderbilt University	5,652	4,201	9,853
Subtotal	37,944	7,413	45,357*
Independent Two-Year Institutions:			
Aquinas Junior College	431		431
Hiwassee College	538		538
John A. Gupton College	66		66
Subtotal	1,035		1,035
Grand Totals	38,979	7,413	46,392

Appendix B

Enrollment Trends

Total Headcount Enrollment
Ten-Year Trend

Year	Public Institutions	% of Total	Independent Institutions	% of Total	Total Enrollment
1984	152,424	80.07%	37,941	19.93%	190,365
1985	148,120	79.69%	37,752	20.31%	185,872
1986	149,541	79.58%	38,380	20.42%	187,921
1987	152,671	79.07%	40,423	20.93%	193,094
1988	155,053	78.20%	43,219	21.80%	198,272
1989	166,549	79.09%	44,045	20.91%	210,594
1990	174,416	79.57%	44,795	20.43%	219,211
1991	183,386	80.22%	45,215	19.78%	228,601
1992	191,548	80.91%	45,202	19.09%	236,750
1993	193,342	80.65%	46,392	19.35%	239,734

Headcount Enrollment of Tennessee Residents
Five-Year Trend

Year	Public Institutions	% of Total	Independent Institutions	% of Total	Total Enrollment
1989	149,658	87.29%	21,801	12.71%	171,459
1990	157,015	87.54%	22,340	12.46%	179,355
1991	165,501	87.91%	22,764	12.09%	188,265
1992	172,316	88.39%	22,643	11.61%	194,959
1993	174,316	88.07%	23,613	11.93%	197,929

Appendix C

Graduate and Professional School Enrollment in Public Universities

Area:	1991	1992	1993
Business	2,,362	2,586	2,730
Education	2,180	2,181	2,304
Computer Science and Engineering	1,782	1,855	1,879
Allied Health and Medical Fields	4,101	4,315	4,627
Law	879	870	897
Mathematics and Science	1,267	1,314	1,392
All Others	7,362	7,862	8,343
Totals	19,936	20,983	22,172

Appendix D

Persistence to Graduation at Public Institutions

Universities	1985-1991			1987-1993		
	Black	White	Total[1]	Black	White	Total[1]
Austin Peay State University	18.40%	36.02%	32.77%	18.81%	34.46%	31.40%
East Tennessee State University	24.59%	43.43%	42.31%	29.79%	40.84%	40.02%
Memphis State University	23.23%	37.87%	35.13%	31.23%	39.75%	38.25%
Middle Tennessee State University	35.67%	41.13%	40.35%	38.36%	38.30%	38.21%
Tennessee State University	21.24%	25.00%	21.41%	24.94%	18.42%	24.52%
Tennessee Technological University	43.75%	49.09%	48.83%	34.33%	47.66%	46.48%
University of Tennessee, Chattanooga	13.33%	40.18%	35.29%	39.82%	38.57%	39.05%
University of Tennessee, Knoxville	41.18%	59.79%	58.68%	44.13%	57.81%	57.26%
University of Tennessee, Martin	20.52%	43.50%	37.68%	29.50%	45.08%	43.05%
Overall Averages	24.03%	46.84%	43.06%	30.47%	45.61&	43.28%

Two-Year Institutions	1985-1991			1987-1993		
	Black	White	Total[1]	Black	White	Total[1]
Chattanooga State Technical Community College	10.71%	20.18%	19.39%	8.54%	26.35%	23.98%
Cleveland State Community College	16.67%	24.16%	23.72%	4.17%	31.68%	29.92%
Columbia State Community College	37.50%	43.16%	42.72%	22.22%	40.24%	38.76%
Dyersburg State Community College	8.33%	25.14%	20.39%	8.82%	19.88%	18.18%
Jackson State Community College	14.12%	33.22%	29.12%	20.24%	34.94%	31.89%
Motlow State Community College	14.29%	30.40%	28.57%	18.42%	40.63%	38.23%
Northeast State Technical Community College	0	35.47%	34.94%	0	32.37%	32.10%
Nashville State Technical Institute	24.69%	36.42%	34.29%	23.94%	40.41%	37.23%
Pellissippi State Technical Community College	4.00%	26.02%	23.57%	4.76%	27.95%	26.76%
Roane State Community College	0	23.67%	22.62%	5.26%	28.90%	28.23%
Shelby State Community College	6.69%	9.76%	7.44%	9.97%	17.93%	12.53%
State Technical Institute at Memphis	15.44%	24.30%	20.43%	15.38%	22.76%	19.16%
Volunteer State Community College	28.57%	30.15%	29.63%	2.86%	25.99%	24.29%
Walters State Community College	0	28.24%	26.89%	0	26.73%	26.22%
Overall Averages	12.28%	28.11%	25.00%	13.22%	30.00	26.87%

[1] Totals also include students of races other than White or African-American.

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Appendix E

Degrees and Awards: Public Universities

Discipline	Certif.	Assoc.	Bach.	Prof.	Mast.	EdS	Doct.	Total
Agriculture			361		44		17	422
Architecture & Related Programs			68		31			99
Area/Ethnic/Cultural Studies			32					32
Marketing Oper./Market & Distribution			115					115
Communications			674		39		11	724
Computer & Information Sciences			187		42		2	231
Education			1,636		1,319	103	130	3,188
Engineering		8	1,141		325		58	1,532
Foreign Languages & Literature			116		16		4	136
Home Economics			347		35		8	390
Technical Education/Industrial Arts		47						47
Law & Legal Studies	22			258				280
English Language & Literature			460		97		14	571
Liberal Arts & Sciences/Gen. Studies		60	32					92
Library Science					34			34
Biological Science/Life Sciences			458		60		46	564
Mathematics			147		72		3	222
Multi/Interdisciplinary Studies	7		184		23			214
Parks, Recreation, Leisure, Fitness			231		92		10	333
Philosophy, Religion, Theology			30		6		2	38
Physical Science			224		41		28	293
Psychology			711		132		38	881
Protective Services/Public Affairs		51	578		167		3	799
Social Sciences			1,143		93		13	1,249
Trade & Industrial			136					136
Visual & Performing Arts			585		64		4	653
Health Professions & Related Services	32	340	1,023	386	245		14	2,040
Bus. Mgmt. & Administrative Serv.	38	13	3,118		620		42	3,831
TOTAL	99	519	13,737	644	3,597	103	447	19,146

Appendix F

Degrees and Awards: Public Two-Year Institutions

Discipline	Certificate	Associate	Total
Agriculture		17	17
Marketing Operations/Marketing & Distribution	19	20	39
Communications		4	4
Computer & Information Sciences		44	44
Engineering	26	445	471
Home Economics	13	39	52
Technical Educucation/Industrial Arts		46	46
Law & Legal Studies		87	87
English Language & Literature		3	3
Liberal Arts & Sciences/General Studuies		1,441	1,441
Physical Science	51	51	102
Protective Services/Public Affairs	21	88	109
Trade & Industrial	117	207	324
Visual & Performing Arts	36	41	77
Health Professions & Related Services	459	1,324	1,783
Business Mgmt. & Administrative Serv.	244	1,040	1,284
TOTAL	986	4,897	5,883

Appendix G

Awards: Area Vocational/Technical Schools

Discipline	Certificate	Diploma	Other[1]	Total
Agriculture	7		2,239	7
Business	517	253	7	3,009
Consumer, Personal & Misc. Services	76	113		196
Health	514	736	855	2,105
Home Economics	9	9	20	38
Personal & Social Development			279	279
Public Affairs & Protective Services	1			1
Trades & Industrial	1,110	1,183	2,116	4,409
Visual & Performing Arts	1	10	20	31
TOTAL	2,235	2,304	5,536	10,075

[1] These include awards for short-term programs that are less than one term in length.

Appendix H

Transfers Into Public Universities

Receiving Institutions ---->

Originating Institutions	APSU	ETSU	MSU	MTSU	TSU	TTU	UTC	UTK	UTM	UT Mem	Totals
CSTCC	3	4	2	36	4	28	299	12	1	1	390
CLSCC	2	4		14	1	25	95	36			177
COSCC	9	1	6	135	14	16	2	5	14		202
DSCC	1		29	18		4		2	85	4	143
JSCC	6		30	27	6	7		10	85		171
MSCC	2		2	170	3	45	8	7	6		243
NSTCC		177		6		12					195
NSTI	15	1		101	83	5	1	4	4		214
PSTCC	2	34	6	21	2	14	15	268	2		364
RSCC	1	25	2	22		120	18	98			286
SSCC	6	1	225	8	22			2	12	13	289
STIM	2		185	1	2	1	1	5	12		209
VSCC	35	4	1	125	104	55	2	29	3		358
WSCC		83		12		16	8	100	2	1	222
From All 2-yr	84	334	488	696	241	348	449	578	226	19	3,463
From other Public Univ	58	78	181	329	114	95	114	286	42	64	1,361
From Indep Coll. & Univ	25	57	164	192	48	71	79	131	29	10	806
From Out-of State Inst	736	280	679	628	193	141	225	594	115	57	3,648
Total Trans	903	749	1,512	1,845	596	655	867	1,589	412	150	9,278

Appendix I

Transfers Into Public Two-Year Institutions

Receiving Institutions ---->

Originating Institutions	CSTCC	CLSCC	COSCC	DSCC	JSCC	MSCC	NSTCC	NSTI	PSTCC	RSCC	SSCC	STIM	VSCC	WSCC	Totals
APSU	5	1	11	2	3	1		31	1	1	2	6	23	2	89
ETSU	11	3	1				158	1	22	14		1	3	49	263
MSU	5	1	4	12	26	1		12	5		169	527	2		764
MTSU	19	3	62	2	15	30	1	153	13	5	2	13	100	3	421
TSU	7		10	2	7	2		79		1	7	10	22		147
TTU	17	13	14	2	2	25	3	35	13	34	2	6	64	3	233
UTC	233	17	1			2	1	3	2	1	1	6	3	1	271
UTK	42	9	9	1	13	4	7	30	132	36	8	10	15	25	341
UTM	2		12	46	86	2		11	2		41	28	9		239
UTMem	2											11			13
From All Univ	343	47	124	67	152	67	170	355	190	92	232	618	241	83	2,781
From other Public 2-Yr	97	29	47	21	52	15	20	137	103	89	122	293	115	67	1,207
From Indep. Coll. & Univ	102	30	46	10	123	4	16	91	48	24	41	147	59	28	769
From Out-of State Inst.	388	72	169	42	126	63	62	349	147	91	208	770	251	92	2,830
Total Trans.	930	178	386	140	453	149	268	932	488	296	603	1,828	666	270	7,587

Appendix J

Enrollment of African-American Students in Tennessee Public Institutions 1989 through 1993, Fall Headcount Enrollments

	1989	1990	% Change 1989-1990	1991	% Change 1990-1991	1992	% Change 1991-1992	1993	% Change 1992-1993	% Change 1989-1993
Universities										
APSU	1,095	1,103	0.73%	1,482	34.36%	1,546	4.32%	1,540	-0.39%	40.64%
ETSU	332	373	12.35%	425	13.94%	446	4.94%	457	2.47%	37.65%
MSU	3,491	3,766	7.88%	3,719	-1.25%	3,957	6.40%	4,099	3.59%	17.42%
MTSU	1,251	1,320	5.52%	1,441	9.17%	1,636	13.53%	1,843	12.65%	47.32%
TSU	4,685	4,588	-2.07%	4,598	0.22%	4,778	3.91%	4,894	2.43%	4.46%
TTU	253	278	9.88%	276	-0.72%	287	3.99%	295	2.79%	16.60%
UTC	725	742	2.34%	774	4.31%	830	7.24%	841	1.33%	16.00%
UTK	1,256	1,341	6.77%	1,370	2.16%	1,434	4.67%	1,373	-4.25%	9.32%
UTM	656	770	17.38%	811	5.32%	886	9.25%	865	-2.37%	31.86%
UTMHSC	134	165	23.13%	195	18.18%	203	4.10%	222	9.36%	65.67%
Total University	13,878	14,446	4.09%	15,091	4.46%	16,003	6.04%	16,429	2.66%	18.38%
2-Year Institutions										
CSTCC	829	843	1.69%	886	5.10%	1,029	16.14%	987	-4.08%	19.06%
CLSCC	169	148	-12.43%	150	1.35%	230	53.33%	167	-27.39%	-1.18%
COSCC	219	222	1.37%	240	8.11%	288	20.00%	273	-5.21%	24.66%
DSCC	220	239	8.64%	272	13.81%	204	-25.00%	258	26.47%	17.27%
JSCC	400	443	10.75%	480	8.35%	515	7.29%	521	1.17%	30.25%
MSCC	147	153	4.08%	167	9.15%	177	5.99%	177	0.00%	20.41%
NSTCC	20	32	60.00%	55	71.88%	44	-20.00%	67	52.27%	235.00%
NSTI	667	893	33.88%	910	1.90%	925	1.65%	924	-0.11%	38.53%
PSTCC	211	264	25.12%	356	34.85%	388	8.99%	375	-3.35%	77.73%
RSCC	127	141	11.02%	124	-12.06%	170	37.10%	159	-6.47%	25.20%
SSCC	2,399	2,599	8.34%	3,476	33.74%	3,829	10.16%	4,128	7.81%	72.07%
STIM	2,651	2,644	-0.26%	3,245	22.73%	3,357	3.45%	3,363	0.18%	26.86%
VSCC	194	236	21.65%	249	5.51%	348	39.76%	372	6.90%	91.75%
WSCC	150	138	-8.00%	168	21.74%	180	7.14%	224	24.44%	49.33%
Total 2-Year	8,403	8,995	7.05%	10,778	19.82%	11,684	8.41%	11,995	2.66%	42.75%
Grand Totals	22,281	23,441	5.21%	25,869	10.36%	27,687	7.03%	28,424	2.66%	27.57%

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Appendix K

ACT COMP Examination Scores

University	1991 Avg. Score	No. of Students	1992 Avg. Score	No. of Students	1993 Avg. Score	No. of Students
Austin Peay State University	181.0	495	181.4	538	186.1	641
East Tennessee State University	181.9	1,128	181.7	1,284		
Memphis State University	183.0	1,051	183.3	1,875		
Middle Tennessee State University	182.7	1,356	182.0	1,488	186.2	1,603
Tennessee State University	168.8	330	169.3	620	173.9	850
Tennessee Technological University	183.8	960	184.2	741		
University of Tennessee, Chattanooga	180.8	682	183.1	889		
University of Tennessee, Knoxville	185.3	1,653	185.7	2,015		
University of Tennessee, Martin	178.9	590	179.2	579	181.0	671
Average Scores, Total Students Tested	182.19	8,245	182.23	10,029	182.48	3,765

College Base Scores

University	1991 Avg. Score	No. of Students	1992 Avg. Score	No. of Students	1993 Avg. Score	No. of Students
Austin Peay State University						
East Tennessee State University					289.0	1,199
Memphis State University					302.0	1,752
Middle Tennessee State University						
Tennessee State University						
Tennessee Technological University					321.0	1,053
University of Tennessee, Chattanooga					300.0	845
University of Tennessee, Knoxville					320.0	636
University of Tennessee, Martin						
Average Score, Total Students Tested					304.59	5,485

Appendix L

Admissions Data For Public Universities, Fall 1993

	Number Applied	Number Accepted	Percent Accepted	Number Admitted through Alternative Admissions	Percent Admitted through Alternative Admissions	Number Enrolled
Austin Peay State University	2,067	1,829	88.5%	58	7.0%	827
East Tennessee State University	3,330	2,730	82.0%	147	10.4%	1,408
Memphis State University	3,921	2,557	65.2%	60	3.4%	1,751
Middle Tennessee State University	4,587	3,423	74.6%	170	7.8%	2,178
Tennessee State University	2,127	2,127	45.7%	74	9.2%	805
Tennessee Technological University	2,365	2,365	92.3%	209	15.3%	1,368
University of Tennessee at Chattanooga	2,091	1,338	64.0%	123	9.2%	979
University of Tennessee at Knoxville	7,473	5,372	71.9%	151	2.8%	3,013
University of Tennessee at Martin	2,115	1,912	90.0%	126	6.5%	1,123
Totals	30,076	23,653	78.6%	1,118	3.4%	13,452

Appendix M

Fall 1992 Average Entering ACT Scores at Public Institutions

Universities:	**Average ACT Score**
Austin Peay State University	21.0
East Tennessee State University	20.6
Memphis State University	22.3
Middle Tennessee State University	20.7
Tennessee State University	18.8
Tennessee Technological University	22.4
University of Tennessee, Chattanooga	21.8
University of Tennessee, Knoxville	23.0
University of Tennessee, Martin	20.6
Two-Year Institutions:	
Chattanooga State Technical Community College	17.7
Cleveland State Community College	18.8
Columbia State Community College	18.7
Dyersburg State Community College	17.5
Jackson State Community College	18.5
Motlow State Community College	18.3
Northeast State Technical Community College	16.7
Nashville State Technical Institute	17.9
Pellissippi State Technical Community College	18.7
Roane State Community College	18.7
Shelby State Community College	16.1
State Technical Institute at Memphis	16.9
Volunteer State Community College	18.1
Walters State Community College	18.3

Appendix N

Percentages of First-Time Freshmen in Remedial or Developmental Courses[1] in Public Institutions

Fall 1993 Data

	Freshman Enrollment			% Taking any R&D Course			& Taking only 1 Course			% Taking more than 1 Course		
Universities:	1991	1992	1993	1991	1992	1193	1991	1992	1993	1991	1992	1993
Austin Peay State University	1,012	785	799	49.6	56.3	50.8	25.6	24.5	26.8	42.0	26.9	24.0
East Tennessee State University	1,611	1,623	1,303	47.9	42.8	46.6	23.0	22.5	25.2	24.8	20.3	21.4
Memphis State University	1,565	1,620	1,685	30.1	32.5	34.5	17.6	19.0	23.1	12.5	13.5	11.3
Middle Tennessee State University	1,899	2,149	2,132	54.3	55.0	50.0	22.6	24.8	26.2	31.8	30.2	23.8
Tennessee State University	721	791	782	68.1	62.3	55.9	24.3	20.4	25.4	43.8	41.9	30.4
Tennessee Technological University	1,388	1,378	1,322	37.7	36.0	33.3	9.9	9.4	19.8	27.7	26.6	13.5
University of Tennessee, Chattanooga	772	830	979	38.6	34.3	34.0	31.5	29.7	28.4	7.1	4.6	5.6
University of Tennessee, Knoxville	2,961	3,130	2,923	----	2.9	2.2	----	2.9	2.2	----	0.0	0.0
University of Tennessee, Martin	1,100	1,127	1,123	39.9	44.6	43.2	27.3	31.6	31.4	12.6	13.0	11.8
All Universities	13,029	13,433	13,048	34.8	34.8	33.9	16.8	17.7	20.3	17.9	17.1	13.6
Two-Year Institutions:												
Chattanooga State Tech. Comm. Coll.	1,391	1,345	1,164	82.2	82.3	81.3	25.5	22.8	29.6	56.6	59.5	51.8
Cleveland State Community College	594	614	591	73.1	71.7	70.1	29.0	28.7	37.2	44.1	43.0	32.8
Columbia State Community College	607	721	703	80.2	72.1	73.1	23.4	17.6	28.3	56.8	54.5	44.8
Dyersburg State Community College	446	393	437	82.5	79.6	78.5	19.3	23.2	29.7	63.2	56.4	48.7
Jackson State Community College	595	572	539	76.0	78.1	76.4	27.1	30.9	37.1	49.1	47.2	39.3
Motlow State Community College	663	672	730	77.1	71.3	76.6	30.2	24.6	35.8	46.9	46.7	40.8
Nashville State Technical Institute	514	516	499	89.1	89.9	88.6	23.9	21.1	28.5	65.2	68.8	60.1
Northeast State Tech. Comm. Coll.	685	702	674	82.9	83.2	78.9	26.4	24.2	31.2	56.5	59.0	47.8
Pellissippi State Tech. Comm. Coll.	1,403	1,395	1,319	77.8	75.6	73.5	17.2	17.6	30.5	60.7	58.0	43.0
Roane State Community College	918	917	899	78.1	78.8	76.3	25.7	23.4	36.9	52.4	55.4	39.4
Shelby State Community College	1244	967	1,105	86.3	82.6	85.7	9.2	11.8	26.5	77.0	70.8	59.2
State Technical Insitute at Memphis	1,250	1,046	1,086	90.4	89.4	87.6	18.1	24.2	27.3	72.3	65.2	60.2
Volunteer State Community College	931	967	1,002	80.6	76.9	73.9	24.9	22.9	29.6	55.6	54.0	44.2
Walters State Community College	1,024	909	962	77.1	80.1	79.6	22.5	18.6	23.1	54.7	61.5	56.5
All Two-Year Institutions	12,265	11,736	11,710	81.3	79.6	78.7	22.0	21.6	30.3	59.3	57.9	48.4
All Institutions	25,294	25,169	24,758	57.3	55.7	55.1	19.3	19.6	25.0	38.0	36.1	30.1

[1] All full-time and part-time freshmen of all ages newly enrolled in Fall semester.

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Appendix O

Fall 1993 First-Time Freshmen, 18 years of age and younger (1993 High School Graduates) Need for Remedial and/or Developmental Coursework

	Total 18 yr old Freshmen	Taking No R&D Courses		Taking any R&D Course		Taking Only Developmental		Taking Only Remedial		Taking a Mix of R&D	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
UNIVERSITIES											
APSU	459	280	61.00%	179	39.00%	152	33.12%	8	1.74%	19	4.14%
ETSU	763	498	65.27%	265	34.73%	203	26.61%	20	2.62%	42	5.50%
MSU	1,112	779	70.05%	333	29.95%	263	23.65%	38	3.42%	32	2.88%
MTSU	1,312	752	57.32%	560	42.68%	433	33.00%	34	2.59%	93	7.09%
TSU	538	248	46.10%	290	53.90%	184	34.20%	25	4.65%	81	15.06%
TTU	866	644	74.36%	222	25.64%	174	20.09%	15	1.73%	33	3.81%
UTC	669	482	72.05%	187	27.95%	187	27.95%	0	0.00%	0	0.00%
UTK	2,072	2,030	97.97%	42	2.03%	42	2.03%	0	0.00%	0	0.00%
UTM	739	466	63.06%	273	36.94%	273	36.94%	0	0.00%	0	0.00%
Univ. Totals	**8,530**	**6,179**	**72.44%**	**2,351**	**27.56%**	**1,911**	**22.40%**	**140**	**1.64%**	**300**	**3.52%**
TWO-YEAR											
CLSCC	262	112	42.75%	150	57.25%	102	38.93%	19	7.25%	29	11.07%
COSCC	327	116	35.47%	211	64.53%	140	42.81%	12	3.67%	59	18.04%
CSTCC	400	104	26.00%	296	74.00%	191	47.75%	14	3.50%	91	22.75%
DSCC	212	55	25.94%	157	74.06%	90	42.45%	22	10.38%	45	21.23%
JSCC	256	91	35.55%	165	64.45%	95	37.11%	19	7.42%	51	19.92%
MSCC	296	96	32.43%	200	67.57%	147	49.66%	15	5.07%	38	12.84%
NSTCC	247	77	31.17%	170	68.83%	104	42.11%	9	3.64%	57	23.08%
NSTI	143	20	13.99%	123	86.01%	66	46.15%	12	8.39%	45	31.47%
PSTCC	466	146	31.33%	320	68.67%	197	42.27%	30	6.44%	93	19.96%
RSCC	394	135	34.26%	259	65.74%	171	43.40%	29	7.36%	59	14.97%
SSCC	368	56	15.22%	312	84.78%	110	29.89%	39	10.60%	163	44.29%
STIM	363	67	18.46%	296	81.54%	119	32.78%	52	14.33%	125	34.44%
VSCC	421	128	30.40%	293	69.60%	195	46.32%	15	3.56%	83	19.71%
WSCC	447	130	29.08%	317	70.92%	138	30.87%	39	8.72%	140	31.32%
Two-Year Totals	**4,602**	**1,333**	**28.97%**	**3,269**	**71.03%**	**1,865**	**40.53%**	**326**	**7.08%**	**1,078**	**23.42%**
Grand Totals	**13,132**	**7,512**	**57.20%**	**5,620**	**42.80%**	**3,776**	**28.75%**	**466**	**3.55%**	**1,378**	**10.49%**

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Appendix P

Licensure Scores in Public Universities

Institution	Test	1991	Number	1992	Number	1993	Number
APSU	Nursing (BSN)	90.2%	37	90.7%	43	97.8	44
ETSU	Nursing (AD)	95.3%	64	92.0%	46	93.5	62
	Nursing (BSN)	96.2%	53	94.3%	66	94.8	96
	Medical (Comp. I)	74.0%	53	82.4%	51	83.0	60
	Medical (Comp. II)	89.0%	37	96.0%	50	89.0	47
MSU	Engineering	49.0%	113	67.9%	28	38.8	103
	Law	80.6%	100	86.4%	103	94.0	84
MTSU	Medical Technology	100%	5	100%	5	100	3
	Nursing	100%	26	93.8%	32	90.9	66
TSU	Engineering	5.9%	68	8.9%	56	16.0	81
	Nursing (AD)	90.5%	125	91.1%	146	86.7	175
	Nursing (BSN)	84.6%	11	90.9%	11	80.0	10
	Dental Hygiene	87.5%	20	91.0%	23	88.9	18
	Medical Technology	50%	6	50.0%	4	50.0	10
TTU	Engineering	63.3%	229	63.8%	185	66.1	251
	Nursing (BSN)	92.9%	42	84.2%	38	90.2	41
UTC	Engineering	48.4%	62	45.2%	62	57.1%	56
	Nursing (BSN)	92.3%	26	100%	24	92.9%	42
	Physical Therapy					100%	24
UTK	Engineering	48.4%	109	55.9%	145	68.4%	152
	Nursing (BSN)	92.0%	85	94.0%	77	93.7%	88
	Architecture	32.6%	42	26.0%	46	29.7%	37
	Law	84.0%	121	85.0%	115	80.5%	123
	Veterinary Medicine [1]			82.0%	39	94.0%	50
UTMHC	Nursing (BSN)	86.0%	42	94.1%	51	97.0%	62
	Dentistry	82.0%	54	95.5%	56	87.4%	62
	Pharmacy	97.1%	69	98.6%	69	100%	72
	Medical (Step I)	89.1%	138	87.2%	148	91.6%	154
	Medical (Step II)	94.9%	137	91.4%	140	89.1%	137
	Dental Hygiene	92.0%	12	95.0%	20	100%	20
	Medical Technology	100%	14	93.0%	14	91%	21
	Physical Therapy	100%	51	100%	56	100%	56

[1] Due to change from quarters to semesters, there was no class scheduled to graduate in 1991.

The left column under each institution is the number of programs which are eligible for accreditation (does not include exempt programs). The right column is the number which are accredited.

Disciplines	APSU		ETSU		MSU		MTSU		TSU		TTU		UTC		UTK		UTM		UTMem		All	
Allied Health	1	1	8	8					4	4			1	1	1	1			6	5	21	20
Medicine			1	1															1	1	2	2
Architecture															1	1					1	1
Art & Design	1	1	2	2	4	4	1	0	1	0	1	0	1	0	4	4					15	11
Business	1	0	7	7	15	15	11	11	5	0	6	6	2	2	11	11	7	0			65	52
Chemistry	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1			9	8
Public Health Administration															1	1					1	1
Dentistry																			3	3	3	3
Dietetics			1	1	1	1									1	1					3	3
Engineering & Technology			2	2	7	7			4	4	5	5	1	1	10	10	3	3			32	32
Forestry															1	1					1	1
Home Economics			1	1			3	3	1	1	1	0	1	0	4	4	1	1			12	10
Industrial Technology							1	1	1	0	1	1									3	2
Interior Design							1	0													1	0
Journalism/Mass Communications			1	1	2	2	1	1							4	4	1	0			9	8

(continued on next page)

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Accredited Programs in Tennessee's Public Universities (continued)

The left column under each institution is the number of programs which are eligible for accreditation (does not include exempt programs). The right column is the number which are accredited.

Disciplines	APSU		ETSU		MSU		MTSU		TSU		TTU		UTC		UTK		UTM		UTMem		All	
Law					1	1									1	1					2	2
Library Science															1	1					1	1
Music	2	2	1	1	3	3	2	2	1	1	1	1	2	2	2	2	2	2			16	16
Nursing	1	1	2	2	1	1	1	1	2	2	1	1	1	1	2	2			2	2	13	13
Pharmacy																			1	1	1	1
Psychology					2	2									1	1					3	3
Rehabilitation Education					1	1									1	1					2	2
Social Work	1	1	1	1	1	1	1	1	1	1			1	1	2	2	1	1			9	9
Speech/Language/Hearing			1	1	1	1									2	2					4	4
Teacher Education	12	12	15	0	16	16	22	22	12	11	13	13	8	8	31	31	6	6			135	119
Veterinary Medicine															1	1					1	1
Public Affairs									1	1											1	1
Totals	20	19	44	29	56	56	45	43	34	25	30	28	19	17	83	83	22	14	13	12	366	326

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Accredited Programs in Tennessee's Public Two-Year Institutions

The left column under each institution is the number of programs which are eligible for accreditation. The right column is the number which are accredited.

Disciplines	CSTCC		CLSCC		COSCC		DSCC		JSCC		MSCC		NSTCC		NSTI		PSTCC		RSCC		SSCC		STIM		VSCC		WSCC		All	
Allied Health	5	5	1	1	3	3			4	4					1	1			6	6	4	4			5	5	1	1	30	30
Dietetics																					1	1							1	1
Engineer Tech	2	2			1	1							2	2	6	6	5	5					9	9			1	1	26	25
Legal Education			1	1																									1	1
Nursing	1	1	1	1	1	1	1	1			1	1							1	1	1	1					1	1	8	8
Vet Science					1	1																							1	1
Totals	8	8	3	3	6	6	1	1	4	4	1	1	2	2	7	7	5	5	7	7	6	6	9	9	5	5	3	3	67	67

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Appendix S

Job Placement Rates at Public Institutions

Institution	Graduates	Percent Placed
CSTCC	384	88%
CLSCC	183	87%
COSCC	161	100%
DSCC	34	100%
JSCC	163	82%
MSCC	80	100%
NSTCC	194	100%
NSTI	399	100%
PSTCC	229	100%
RSCC	328	100%
SSCC	191	100%
STIM	608	100%
VSCC	125	100%
WSCC	321	93%
Totals	3,400	94.23%

Institution	Graduates	Percent Placed
Athens	76	97%
Chattanooga	324	96%
Covington	129	82%
Crossville	93	98%
Dickson	107	96%
Elizabethton	111	90%
Harriman	111	93%
Hartsville	49	86%
Hohenwald	68	91%
Jacksboro	116	94%
Jackson	213	98%
Knoxville	361	85%
Livingston	172	94%
McKenzie	81	92%
McMinnville	142	99%
Memphis	493	92%
Morristown	284	93%
Murfreesboro	44	100%
Nashville	342	95%
Newbern	79	91%
Oneida	46	82%
Paris	115	100%
Pulaski	99	85%
Ripley	32	100%
Savannah	97	96%
Shelbyville	164	98%
Whiteville	78	86%
Totals	4,026	93.02%

Appendix T

Key Financial Ratios - Independent Colleges and Universities

Fiscal Year	Reported Total Current Fund Revenues	Tuition and Fees Revenues	Private Gifts, Grants and Contracts	Reported Current Expenditures	Adjusted Total E&G Exenditures	Reported Total E&G Exenditures	Total Instructional Expenditures	Net Revenue Ratio	Tuition & Fees Ratio	Gifts & Grants Ratio	Instruc. Cost Ratio
1986-87	$751,581,000	$198,209,000	$76,820,000	$740,701,000	$447,091,000	$465,776,000	$138,368,000	1.45%	44.33%	16.49%	30.95%
1987-88	$840,017,000	$224,852,000	$77,456,000	$840,183,000	$500,243,000	$532,268,000	$148,235,000	-0.02%	44.95%	14.55%	29.63%
1988-89	$944,232,000	$252,037,000	$82,222,000	$923,517,577	$555,432,000	$599,387,000	$159,592,000	2.19%	45.38%	13.72%	28.73%
1989-90	$1,033,721,000	$279,918,000	$83,236,000	$1,032,213,000	$614,992,000	$663,913,000	$203,601,833	0.15%	45.52%	12.54%	33.11%
1990-91	$1,135,906,000	$308,841,000	$88,655,000	$1,115,622,000	$668,973,000	$711,983,000	$220,074,000	1.79%	46.17%	12.45%	32.90%
1991-92	$1,253,751,665	$339,9[illegible]4,054	$98,430,454	$1,230,636,134	$747,181,914	$798,660,589	$250,861,413	1.84%	45.50%	12.32%	33.57%
1992-93	$1,306,051,202	$366,076,199	$101,200,531	$1,292,123,350	$790,065,912	$798,660,589	$250,861,413	1.07%	46.33%	12.67%	31.75%

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Appendix U

Declared Enrollment Capacity Data for Independent Colleges Universities

Institution	Total Headcount	Total FTE	FTE Faculty	Instructional Space (Sq Ft)	Ratio of FTE/Faculty	Ratio of Space/FTE	Declared Capacity	Ratio of Capacity/Faculty	Ratio of Space/Capacity	Residence Occupancy	Residence Capacity
Aquinas Junior College	431	297	19	Not Reported	15.63		500	26.32		0	0
Belmont University	2,871	2,358	206	Not Reported	11.45		2,500	12.14		695	715
Bethel College	508	427	37	34,140	11.54	79.95	600	16.22	56.90	241	300
Bryan College	427	439	30	87,200	14.63	198.63	650	21.67	134.15	367	562
Carson-Newman College	2,126	1,985	146	220,000	13.60	110.83	2,100	14.38	104.76	1,125	1,345
Christian Brothers University	1,514	1,202	109	135,000	11.03	112.31	2,000	18.35	67.50	374	374
Crichton College	327	251	24	Not Reported	10.46		400	16.67		21	26
Cumberland University	1,001	810	60	29,045	13.50	35.86	1,000	16.67	29.05	240	250
David Lipscomb University	2,335	2,153	135	364,000	15.95	169.07	2,600	19.26	140.00	1,220	1,548
Fisk University	854	898	68	Not Reported	13.21		1,100	16.18		531	800
Freed-Hardeman University	1,361	1,346	79	Not Reported	17.04		1,500	18.99		954	1,130
Hiwassee College	538	474	27	29,440	17.56	62.11	700	25.93	42.06	268	420
John A. Gupton College	66	51	5	Not Reported	10.20		65			0	0
Johnson Bible College	493	452	21	31,212	21.52	69.05	480	22.86	65.03	400	500
King College	553	537	42	70,000	12.79	130.35	650	15.48	107.69	400	510
Knoxville College	844	796	60	95,000	13.27	119.35	1,200	20.00	79.17	593	930
Lambuth College	1,165	924	65	Not Reported	14.22		925	14.23		527	560
Lane College	744	703	39	Not Reported	18.03		700	17.95		519	645
Lee College	2,011	1,919	110	Not Reported	17.45		2,000	18.18		1,018	1,018
Lemoyne-Owen College	1,288	1,155	57	Not Reported	20.26		1,200	21.05		100	150
Lincoln Memorial University	1,904	1,328	87	208,107	15.26	156.71	1,525	17.53	136.46	471	471
Martin Methodist College	496	373	37	47,000	10.08	126.01	600	16.22	78.33	142	283
Maryville College	752	672	61	Not Reported	11.02		750	12.30		441	680
Meharry Medical College	848	848	323	Not Reported	2.63		850	2.63		214	214
Memphis College of Art	244	230	25	47,688	9.20	207.34	350	14.00	136.25	22	24
Milligan College	776	727	57	81,038	12.75	111.47	900	15.79	90.04	497	560
Rhodes College	1,409	1,318	117	375,000	11.26	284.52	1,450	12.39	258.62	1,037	1,090
Southern College of Optometry	408	408	42	35,668	9.71	87.42	480	11.43	74.31	0	0
Southern College of SDA	1,527	1,363	99	359,645	13.77	263.86	1,800	18.18	199.80	1,089	1,089
Tennessee Wesleyan College	639	495	41	55,500	12.07	112.12	720	17.56	77.08	211	336
Trevecca Nazarene College	1,357	1,256	78	158,922	16.10	126.53	1,300	16.67	122.25	438	579
Tusculum College	1,144	1,102	53	Not Reported	20.79		1,100	20.75		286	375
Union University	2,358	1,966	134	44,892	14.67	22.83	1,980	14.78	22.67	964	1,001
University of the South	1,230	1,312	116	374,000	11.31	285.06	1,342	11.57	278.69	1,140	1,170
Vanderbilt University	9,853	9,416	1,697	Not Reported	5.55		9,416	5.55		4,617	4,617
Totals (and averages)	45,357	41,991	4,306	2,882,497	9.75	68.65	47,433	11.02	60.77	21,162	24,272

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